

School Development Plan 2025-2026 – Reviewed July 2026	
Vision	
To nurture our children, empowering them with the wisdom, passion and skills to flourish and transform society. Every child is rooted in belonging, loved into being, and filled with joy. Inspired to build God’s Kingdom here on Earth, all are ‘fired up’ to serve others with faith, hope and love.	
Golden Threads	
Nurturing and Inspiring	Empowering through Education
Courageously Leading and Willingly Serving	Building Belonging

Nurturing and Inspiring During Year One, we gave nurturing, wellbeing and spiritual development a clearer place within school life. The introduction of Wellbeing Wednesdays protected time for whole school culture and individual or group support for identified children. Staff received guidance on using this time, and a review considered how provision could develop around children's interests and choices. Wellbeing training with Rachael Ainsworth provided specialist input for staff, with invitations extended to other schools. Exploration of PSHE Association programmes and specialist advice informed our approach to wellbeing within the revised PSHE curriculum. Together, these actions strengthened the provision available to support children's emotional development. Our Christian vision continued to shape collective worship planning through liaison with Christ Church Parbold and engagement with resources such as iSingPop. Additional reflection spaces were provided, responding to class needs and connecting with worship themes. Wherever possible, worship included achievable actions, linking reflection with opportunities to put values into practice. Work on outdoor spiritual spaces, gratitude journaling resources and further wellbeing materials remains in progress. The clearest achievement this year is the increased time, professional attention and provision devoted to nurturing children, creating practical foundations for our ambition that every child experiences belonging, care and opportunities to flourish.	Empowering through Education During Year One, we made changes to curriculum planning and organisation, supported by professional expertise. Staff meeting and twilight time enabled curriculum review, taking account of staff and pupil perspectives. A reduced White Rose mathematics overview was created, while timetable changes increased the time devoted to religious education and introduced Wellbeing Wednesdays. Specialist music advice and teaching supported staff development, including the use of GarageBand. This brought expertise into children's learning experiences and professional learning into curriculum delivery. Attendance at the Questful RE trial launch provided an informed starting point for future curriculum development. We created a revised PSHE curriculum combining PSHE Association resources with established learning about relationships, personal safety, water and rail safety, and money. Specialist advice supported these changes, with planning updated in preparation for revised RSE guidance. Our oracy journey began through engagement with the Voice 21 framework and Twinkl Oracy project. We also explored specialist communication and performance opportunities and wider use of Forest School expertise, including nursery provision. Subject action planning and work on balancing knowledge and skills continue. These developments demonstrate progress in strengthening educational provision, with completed changes to planning, curriculum time and specialist support laying foundations for children's learning and achievement.
Courageously Leading and Willingly Serving During Year One, we created opportunities for children to participate in leadership and took steps to support staff and school development. Establishing a school council and participating in Pupil Parliament week, including elections, connected learning about British values with opportunities to experience democracy. This provided a structure through which children could contribute to school life and practise responsibility. We explored opportunities for pupil leadership through discussions with St James Chorley about its Children's Conferences. Attendance at the Year Six Leavers Celebration also connected a transition with our wider Christian community. For staff, we considered closer links between school and nursery colleagues, focusing on transition, preparation for school and learning through play. This preparatory work recognised the value of shared expertise across different stages of children's education. Famly was implemented, with support for users' understanding continuing. We also explored the possibility of additional teacher release time for subject leadership and school development. Work to build leadership capacity and share expertise remains under way. The achievement within this thread is the combination of an established route for pupil participation, implementation of a new system and exploration of ways to support staff leadership. These steps provide foundations for service and sustained school improvement.	Building Belonging During Year One, we translated our commitment to belonging into opportunities for connection, reflection and participation. Wednesday culture sessions were introduced to revisit our Christian vision and the values shaping school life. This gave the development of our shared identity a place within the timetable. We invited former pupils back to school, recognising that membership of our community continues beyond their primary years and supporting connections during transition. We also planned opportunities to link with diocesan schools serving different communities, creating a basis for relationships. Children were surveyed, providing an opportunity for their voices to inform our understanding of school life. We considered how spaces beyond the classroom could support learners who benefit from movement, smaller groups, reduced noise or fewer distractions, while maintaining support and supervision. This brought individual needs into consideration of how our environment is used. Work continues on representation within curriculum resources, consideration of disability and neurodiversity in PSHE, shared playground activities and outdoor sensory spaces. These developing priorities complement the completed introduction of culture sessions and pupil consultation. Our progress lies in giving belonging practical expression through time, relationships and attention to individual needs, building foundations for a community where every child can feel valued.